FCPE Newsletter – Issue No. 5 – Spring 2004

Addressing Academic Honesty with Students: A Place to Begin
by William J. Niles
Introduction
The Center for Academic Integrity noted recently on its Web-site that "Academic integrity is a fundamental value of teaching, learning and scholarship. Yet there is growing evidence that students are cheating and plagiarizing in record numbers" (2002). The Center believes that tackling the issue of honesty and integrity requires a commitment and focus of the entire academic community. Towards this end, Adelphi University recently developed the Committee for Academic Honesty. The Committee is charged to "promote an atmosphere of academic honesty … (and to) develop and distribute materials including guidelines for promulgating the code of academic honesty through course syllabi, class discussions and written guidelines to students on matters such as plagiarism". In response to this mandate the University has offered a lecture to students and faculty by a noted authority in the field of academic plagiarism; developed an Honor Code; and established procedures for handling violations of the Code of Academic Honesty. However, little doubt exists that establishing, implementing and sustaining an atmosphere of academic pursuit that embodies honesty and integrity and punishes unethical behavior is a complicated and demanding endeavor (Hauptman, 2002). The impact of Web-driven plagiarism (Murray, 2002) elevates the task to daunting.

Procedure
In order to get a sense of the state of student views on plagiarism, the author embedded the following in the syllabi expectations on academic honesty in Fall 2003 Academic Honesty course outlines: "If you have read this section email me the word normal before the next class. You will receive extra credit on an assignment of your choice". The academic honesty section is entitled "University Statement on Academic Honesty and Integrity" and is standard for course outlines in the School of Education. The Statement is located in graduate and undergraduate catalogues.

Subjects
Three classes were involved in the exercise. The first was an introductory level course including a majority of first-time graduate students seeking a degree in special education (n=17). The second class included students approximately half way through their degree requirements (n=9). The third class, a degree capstone course, was comprised primarily of degree candidates who had essentially completed the classroom dimension of their studies (n=13).

Results
Only one student in the capstone or last class emailed the proper acknowledgment.
After the window of opportunity passed, I brought the embedded phrase to the attention of students in each class and initiated a discussion. The focus of the interchange was the boilerplate section on academic honesty and reasons why this section was not read. Most who commented noted that they had "seen that/read that" before either in other classes at Adelphi or at the undergraduate level. Second, students mentioned that instructors, as a rule, do not discuss or explain the boilerplate section which includes definition and consequence issues. Additionally, students noted that professors do not prioritize or establish the importance of academic honesty in their classes; therefore students weigh academic honesty issues against demands in other areas of the course outline. However, as one student noted, everyone knows the rules and the consequences.

Discussion
What can we conclude from the results of this descriptive study? First, it is difficult to draw any conclusions other than that new, through seasoned graduate students do not read the full syllabus in the author's classes. Second, coupling the findings here with the author's previous experience with students who claimed ignorance of course outline requirements carefully developed in course syllabi, suggests that students believe that not reading something makes them immune from consequences: "I didn't know that!" equates to "I expect another chance".

Implications
Given the growing concern in the academy to a variety of unethical behaviors exhibited by students and faculty, Adelphi has taken an important step in establishing and promoting an atmosphere of academic integrity. Now faculty must educate students on this important issue and to hold them accountable for their behavior. Based on the results of this study, a good place to begin is to have a syllabus section devoted to academic honesty, to discuss with students what behaviors constitute violations of the University's Code of Academic Honesty, to outline the consequences for violations of the Code, and to demonstrate a commitment to integrity in our classes.

References
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An Interview with Charles Simpson: Dean of Libraries
by Bruce Rosenbloom
Q: Can you briefly describe your background, why you came to Adelphi, and why you were interested in the position of Dean of Libraries?
A: I've been a librarian for over 30 years (it's hard to imagine), starting at the Chicago Public Library in the Music Department-my background was in music. I then went to the Northwestern University Music Library where I became very interested in library automation and systems, especially as related to bibliographic access and control issues. I then moved to the University of Illinois at Chicago as head of the cataloging department and in 1986 to SUNY Stony Brook where I had several positions ending up as Deputy Director of Libraries. By the time I left Stony Brook, I had experience managing a number of areas including the budget, technical and access services, systems, and facilities, and was the interim director for most of a year. We had just completed a major reorganization and rehab of the main library building (including a new music library and incorporating 3 of the science libraries) and a migration to a new library management system so I had done as much as one could at Stony Brook. This opportunity came up and it seemed like an interesting, exciting challenge, and a good place to move to. So I arrived at Adelphi last January, and have enjoyed my time here to date.

Q: What do you see as some of the problems or major issues here at Adelphi that you will be addressing?
A: Well, it was already decided to move the Science library into the Swirbul building and to move Archives and Special collections next door to the new residence hall. This gave us a great opportunity to think of the functionality and organization of Swirbul. In thinking about these issues, with the help of an advisory committee, we are moving ahead to reduce the number of service points in Swirbul in order to make more efficient use of the building and create more "one stop shopping" for our patrons. As an example, we intend to consolidate our reference desk which is on the first floor, with the service desk of the Information Commons which is on the second floor. Users don't want to differentiate between needing technical help and needing informational help. They may need a reference librarian to find an article online in JSTOR, for example, but then they need technical help to cut and past a graph from that article into their Word document. We don't see why students should have to run from one place to the next for different assistance, so we intend to consolidate those two service functions which will have an enlarged desk with staffing from both areas.

We intend to consolidate the Non-Print collection, now on the second floor, into our Circulation Department which will have a new service counter and enlarged staff space and shelving. This unit will continue to house the reserve collection which will become more electronic based.

Also, we currently have closed periodicals stacks which will become open stacks with a current periodical reading lounge on the first floor in place of the current Reference Desk. We hope to expose some windows currently blocked by classrooms on the second floor, and we will have our own classroom where

we can more efficiently provide informational literacy classes. So those are some of the things we are thinking about, and some of the challenges.

Q: We all know the impact of technology on libraries, and some might argue that the role of a traditional library has declined, as result of the digitization of media and other trends. How would you see the impact of technology for the future of the Adelphi library?
A: Well, I think it is actually a wonderful opportunity. We still have an important role in helping connect our users to the best resources. With regard to online resources, one of our primary functions in teaching information literacy is to disabuse students of the idea that the Web, particularly the free Web, is the first and last stop in conducting research. We show them how limited Google can be, and how unreliable and chancy information from such a search can be. We can then point them to our wonderful array of royalty resources, the proprietary resources we pay good money for. This is a wonderful service, to be able to connect our users to databases they don't know about coming in as new students. And, of course, Swirbul is filled with technology with our Sager Lab, Gallagher Lab, and Information Commons.

We've embraced technology in libraries for a very long time. We don't expect users to have to always come into the library, and we recognize the need to provide good service and the delivery of information to remote users either in their dorms or homes. We're interested in the concept of chat reference, where we can interact with students who are not going to go to the main reference desk. It is something we've thought about and may explore.

Q: So the role of librarian has changed significantly over the last decade or so?
A: It has. We are generally much more technical, especially with regard to working with the Web. In addition to more traditional library technology applying to databases, cataloging, and library management systems, we are familiar with HTML, XML, and JavaScript. We can work in these environments, we're fluent in the basics of desktop computing, and we can help our users in using technology to not only connect with information but to also make good use of it.

Q: This newsletter goes out to professors. What would you like to tell professors about the library today, and how it will be in the future?
A: I would like to point out that we are a very service-oriented library. I'm extremely impressed with the tutorial nature of our reference staff, spending time shoulder-to-shoulder with our students helping them use technology for their information needs–as we see regularly in our Reference Sager computer lab. This type of service is not found in many academic libraries.

And with our collections, we are certainly striving to serve both the teaching and research needs of the campus-and our print collections will remain very important for the foreseeable future. I'd like to tell the faculty that we need to emphasize that our students need to be fluent in information literacy. More than ever in today's Google environment, our students need to understand how to access, evaluate, and use information. This is a primary goal of the Library Faculty and we will continue to solicit the cooperation of our teaching faculty to make sure we get students into our information literacy program to improve their information literacy skills.

So technology, informational literacy, and our collections and services are things I think we'll emphasize and continue to improve-to make clear to our teaching faculty that we're there to help them and their students.

Q: Any additional comments?
A: Well let me say a few additional things about technology. We are just bringing up a new Web-based interface to our important Inter-Library Loan service, so instead of having to print-out an Adobe PDF form, fill it out and send it in, we now have a Web-based interface to our inter-library loan system. We haven't announced it yet-we are still working out a few details. We recently installed the ARIEL software and hardware which uses the Internet to facilitate document delivery between libraries.

We also brought up subject access to our 13,000 electronic journals. So now, if you don't quite know the exact name of an electronic journal, you now have subject access to them. We intend to implement an

electronic reserves service and install a self-service circulation kiosk. We've recently completed the migration of the staff modules to the Windows-based version of our library management system-the public sees the ALICAT catalog portion-and have contracted for our first major digitization project involving back issues of the Delphian. We're also working with the FCPE to digitize our high-use instructional videos for easy viewing on campus using streaming technology. We're looking forward to working on campus Portal efforts and hope to take advantage of the exciting linking opportunities for electronic resources brought about by the new Open URL standard. These are a few things we are very much looking forward to as aspects of technology that we think will help our users.

Q: Do you keep track on the usage of these online journals and databases, as they are extremely expensive?
A: We have mixed data. The industry is struggling with standards for usage. For example, we have vendors who are aggregators of data-who offer a collection of databases but provide data only at the most general level-you can't drill down to see what individual databases are being used. Some will count every mouse click and other won't. Some will count new searches in one way or another, while some will-or won't–count accessing the full text from an index point as a usage. So since the industry is struggling on standardizing statistics, it makes it very difficult for us to really analyze these data. But we are excited-we just hired a new librarian who will be involved with tracking electronic resources as one of her tasks-to try to get a handle on electronic usage of these databases. She will also work to promote awareness and usage of these resources.

Are You Moving Towards Health?
by Robert M. Otto
According to the World Health Organization health is defined as "a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity". Since the inception of this definition in 1948, our perspective on health has evolved to include individual responsibility for our well being through the practice of health-promoting lifestyle behaviors. These behaviors are directed toward an improvement in quality of life and the reduction in the risk of premature disease. Obviously health is far from elusive, but it is labile. The interdependence of mental, physical and social components of health is depicted as a continuum with positive lifestyle habits contributing to optimal health on one end and premature death or the absence of health on the other extreme. Premature death is often preceded by a prolonged duration of negative lifestyle habits.

Although Americans are living longer, we still rank twenty-fifth in life expectancy around the world. The world leader in life expectancy is Japan. Most European countries also surpass the life expectancy of people in the United States. Longevity is merely one measure of life. More importantly, we should be concerned with the proportion of quality life versus unhealthy life. Currently Americans enjoy approximately 83% or 64.2 years of life in a healthy state. The remaining 17% are spent in less than optimal health because of chronic or acute disease and illness. It is estimated that more than 70% of all premature deaths as well as the decline in one's own health are attributed to individual health behaviors and environmental factors.

Research indicates that one effective intervention for developing and maintaining health is a chronic engagement in physical activity and/or exercise. Ample data support the impact of exercise on quality of life by enhanced glucose control, reduced blood pressure, attenuated osteopenia and osteoporosis, enhanced body composition and a lowered risk of cardiovascular disease. In an analysis of the relative risk of all-cause-mortality, a low fitness level (sedentary lifestyle) is of greater risk than cigarette smoking, high blood pressure, high cholesterol, or obesity. One who expends less than 1000 kcalories per week in physical exertion beyond their normal resting metabolic rate is considered sedentary. Currently, approximately 40% of Americans engage in no leisure physical activity and another 20% move sparingly. Hence, over 60% of the United States population is classified as sedentary. This number parallels the 61% prevalence of overweight and obesity in American adults. It can be argued that Americans are the heaviest people in the world. Over the past thirty years adults in the US have increased their overweight/obesity prevalence almost 28%, while the youth of America has increased more than 200%. The statistics with children are alarming because the percentage of obese preschool, school-age, and

adolescents who become obese adults are 33%, 50%, and 80%, respectively. The trends show no signs of abatement.

Americans are acutely aware of overweight/obesity since at any one time approximately 40% report being on a diet. Although the incidence of overweight and obesity is often noted due to physical appearance, the danger is far greater than expected with a high risk of hypertension, hyperlipdemia, gallstones, ostoeathritus, diabetes, metabolic syndrome, cancer, and premature death.

The cause of this epidemic involves cultural, lifestyle, environmental, and genetic factors. Despite all of these factors, experts agree that a caloric consumption in excess of caloric expenditure is the simple equation leading to the epidemic. The popularity of fast foods and the marketing of "super size" portions has increased caloric intake of a typical fast food meal by more than 150% in the past thirty years. Additionally, convenient foods often contain portions of high density calories. Conversely, energy expenditure has decreased dramatically. As a mode of transportation, walking trips have decreased from 9.3% to 5.5%, while automobile trips have increased from 84% to 89% since 1977. Sedentary leisure activities such as computer use and television viewing now occupy almost four hours of a typical American's day. In children, the prevalence of obesity is 12% if watching less than two hours of television per day, but rises to 34% for children viewing five or more hours per day. In adults, the risk of type 2 diabetes is proportional to the amount of television watching with a two-fold increase in risk for the individual watching 3-6 hours/day versus the individual viewing one hour or less/day.

The results of physical inactivity are exemplified in the application to the overweight/obesity epidemic. However, the role of physical activity is more far reaching than this. Physical activity is inversely associated with the risk of all-cause and cause-specific mortality, as well as the incidence and severity of several chronic morbidities. The quantity and quality of the physical activity is still under investigation. In our Human Performance Laboratory, we are directly involved with the role of physical activity and exercise on the health continuum. This leads to diverse research studies that over the past year include the evaluation of bone density and body composition as related to exercise, the energy cost of specific exercise activities (vinyasa yoga and salsa aerobics), the training of senior citizens to enhance balance, and a twelve week training study to compare the impact of Pilates versus resistance exercise on conditioned females. Data from our laboratory, in conjunction with studies from a global network of exercise science laboratories contribute to the development of public health recommendations for physical activity and exercise. As associate editor of the American College of Sports Medicine's Guidelines for Exercise Testing and Prescription, 7th edition (in press), I can assure you that a new recommendation for adequate physical activity will be an expenditure of 2000 kcalories/week. Are you moving in the direction of enhancing your health?

Charline J. Barnes – Associate Professor of Ltieracy Education
> Recently, I was elected to the Board of Directors of the 90,000-member International Reading Association and I will serve on the Board in a volunteer capacity until 2006. This gives me greater insight into what students in the field need to meet the standards of the certifying organization in their field.

A brief overview of your background, area of expertise, research and teaching.
Regarding my education, I received my Ed.D. in Curriculum & Instruction from Virginia Polytechnic Institute and State University (Virginia Tech), and my M.A. in Reading Education from George Washington University. For my B.A. in English Education & Psychology I attended Syracuse University. For ten years, I was a classroom teacher and reading specialist at the middle and secondary levels in the Washington, DC metro area (specifically Fairfax County Public Schools). Prior to coming to Adelphi in 2003, I served on the faculties at the University of Northern Iowa (1996-2003) where I was the Director of UNI Reading Clinic and at South Dakota State University (1994-1996).

Why did you come to Adelphi?
I came to Adelphi to have the opportunity to work with graduate students in my home area since I was raised and educated in Brooklyn.

What has been your experience so far?
Wonderful–I am learning from my students more about the implementation of the course knowledge (teaching literacy); more time to collaborate with great colleagues; opportunity to enjoy the cultural capital-New York City.

What do you wish to contribute? What do you feel strongly about in regards to teaching or your specialization?
I would like to help the teaching professional to be valued and respected by all. I also have published on literacy and multicultural issues, in Schools in the Middle, Balanced Reading Instruction and The Journal of At-Risk Issues and served as a consultant for Continental Press' Performance Reading Series – Grades 4-8. These areas I feel passionate about.

What do you wish to impart to your students?
I would wish for them to take content knowledge (teaching literacy) and use in both personal and professional lives. Recently, I was elected to the Board of Directors of the 90,000-member International Reading Association and I will serve on the Board in a volunteer capacity until 2006. This gives me greater insight into what students in the field need to meet the standards of the certifying organization in their field.

David Chays – Assistant Professor, Department of Mathematics
> My goal is to provide my students with a deep understanding of the fundamentals and to impress upon them the importance of not taking the fundamentals for granted because knowing the fundamentals is not sufficient unless they are practiced.

A brief overview of your area of expertise, research and teaching.
My research experience thus far has touched on the intersection of software engineering and database systems, as well as the intersection of software engineering and security. I like to analyze open problems and potential solutions, and in the process, develop new frameworks, algorithms and heuristics, implement them and experimentally analyze the results. I also like to work in the intersection of different areas; lessons learned in one area can be applied to other areas, as I have seen in my experience thus far. My current research concerns issues in testing relational database programs and development of a framework and tool set for database application testing. I have also worked on an anti-virus project, with promising results. I enjoy teaching introductory computer programming and data structures and algorithms.

Why did you come to Adelphi?
As a teaching assistant and research assistant at Polytechnic University, it was my dream to become a professor. My Compilers teacher at Poly, Professor Robert Siegfried, encouraged me to apply to Adelphi, where he is an Associate Professor. Professor Siegfried showed an enthusiasm for teaching that helped inspire me to teach. I was also encouraged by my former colleague at Polytechnic University, Yu Chen, who is an Assistant Professor at Adelphi. I was further impressed when I met the chairman, Bill Quirin, the dean, Gayle Insler, and the other faculty and staff. I became convinced that Adelphi was the right place for me; working in a place with such great colleagues was the deciding factor in my decision to come here. When the people with whom you work are honorable, supportive and friendly, it makes coming to work an enjoyable Adelphi has become my home away from home.

What has been your experience so far?
So far so good! I enjoy my job, in large part, because of the people with whom I work. Working in a small school is a definite plus. Small class sizes are much more conducive to learning than large lecture halls. Moreover, there is something special about this place; it feels like family. My department as well as everyone I met here has made me feel welcome,and I greatly appreciate that. I am very fortunate to have such a caring,honorable, and knowledgeable mentor, Robert Siegfried. My experiences with students has also been positive. They are polite, respectful, diligent and eager to learn. It has been a pleasure and privilege to teach them.

What do you wish to contribute? What do you feel strongly about in regards to teaching or your specialization?
Through teaching, research, and service, I wish to contribute to Adelphi University and the academic community. I feel strongly about helping students gain an appreciation and understanding of the issues and concepts involved in computer programming and software development. With motivation and a hands-on approach, I hope to create a positive learning environment for all my students. I am working on developing courses in Software Engineering and Computer Networks. I also am looking forward to continuing with my research in the following areas: software engineering, database systems, and computer security.

What do you wish to impart to your students?
First, I wish to impart to my students that I care very much about them and their success. Second, I wish to provide my students with an environment that is conducive to learning good programming practices, sound software engineering principles, and a knowledge base on which to build upon long after the course is over. I feel strongly about the importance of the introductory computer programming course, since this is the first computer science course for many incoming students and a prerequisite for almost all computer science courses. My goal is to provide my students with a deep understanding of the fundamentals and to impress upon them the importance of not taking the fundamentals for granted because knowing the fundamentals is not sufficient unless they are practiced. I like analogies and here's one with regard to fundamentals: in baseball, fielders know that given sufficient time, it is safer to catch the ball with two hands, but errors are still made at the professional level because of failure to do so. Similarly, even programmers in industry who are familiar with good programming practices do not always practice them, leading to errors in the software they produce.
In computer programming courses, it is important for students to develop their problem solving skills, i.e., how to take on a problem, analyze its requirements, and develop a solution in steps that are refined until a final solution is reached. It is my hope for whichever course I teach that students find it useful and consider further study of the material.

Grant Workshops and Federal Funding Sources
by Mary Cortina
NIH and NSF Regional Workshops
The National Institutes of Health will conduct its regional grant writing seminar at SUNY Downstate Medical Center in Brooklyn, on Wednesday, February 25th. Adelphi faculty have been invited to attend, and the workshop is free of charge. If you have not already received the workshop brochure, feel free to contact me (X3259) for more information.

The National Science Foundation will be holding its regional two-day seminar at Columbia University on March 15-16 (flyers will be sent to you interoffice mail). The cost for attendance is $250, but the Provost's Office will subsidize this fee. If you are interested in attending you have to register with Columbia and call me at ext. 3259.

Federal Funding Sources
U.S. Department of Education
Website: http://www.ed.gov/

As to be expected, the focus is on outcomes and accountability. Many programs did not offer new competitions for fiscal year 2003 but used their funds to continue to support existing grants.

In 2002, President Bush signed into law the Education Sciences Reform Act which created the Institute of Education Sciences within the Department of Education. The Institute replaced the Office of Educational Research and Improvement (OERI) and reaffirmed the Department's commitment to rigorous educational research and evidence-based practice. The Institute has a number of research grant competitions which focus on cognition and student learning, teacher quality, and effective mathematics and reading programs.

The Office of Special Education Programs (OSEP) provides research, demonstration, technical assistance and dissemination, personnel development, and parent-training and information grants. As of this date, OSEP has still not announced its funding opportunities for this fiscal year.

The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) is responsible for promoting policy and programs that provide high quality education for English Language Learners. So far OELA has announced one grant competition, the National Professional Development Program, which calls for professional development for teachers of English Language Learners to improve the academic achievement of these students.

National Institutes of Health
Website: http://www.nih.gov/

Remember the standard receipt dates for submission of research proposals are February 1st, June 1st, and October 1st. The due dates for the individual predoctoral, doctoral and postdoctoral fellowship programs which provide tuition and stipends to individual students enrolled in a Ph.D. program are April 5, August 5, and December 5th. In addition, there are Institutional Training Grants for institutions to develop or enhance research training opportunities for their students. The purpose of the fellowship programs is to help ensure that a diverse and highly trained workforce is available to assume leadership roles in biomedical and behavioral research. Each Institute in NIH has somewhat different requirements for these programs.

Substance Abuse and Mental Health Services Administration (SAMSHA)
Website: http://www.samhsa.gov/

SAMSHA was created in 1992, and is separate from the NIH and the Department of Health and Human Services. Its focus is on prevention, treatment, rehabilitation services for people with or at risk of addictive and/or mental disorders. Program announcements fall into the following areas: 1. services – implementation of innovative services that address service gaps in substance abuse and mental health; 2. infrastructure – which supports system change but not services; and 3. best practices planning and implementation – assists communities and providers to effectively meet local needs and implement/adapt and pilot-test best practices.

Centers for Disease Control
Website: http://www.cdc.gov/

The Centers for Disease Control has a number of funding areas, which include AIDS/HIV, sexually transmitted disease, chronic disease prevention and health promotion, environmental health, injury and violence prevention, and prevention research.

Health Resources and Services Administration (HRSA)
Website: http://www.hrsa.gov/

HRSA has a number of training grants available for students in the health professions, particularly in nursing, but may also include social work and psychology. The following grant applications are due in March and April.

The National Health Service Corps Scholarship Program provides tuition and a stipend to full-time students of medicine, dentistry, family nurse practitioner, nurse midwifery and physician assistant programs.

The Nursing Scholarship Program provides scholarships to part-time and full-time nursing students. Preference is given to those students with the greatest financial needs.

National Endowment for the Humanities (NEH)
Website: http://www.neh.gov/

Faculty Humanities Workshops (replaces Focus grants). This new grant program supports local and regional professional development programs for K-12 teachers and faculty. Additional information from NEH is pending, but it will probably have a mid-April deadline.

Summer Seminars and Institutes support four-to-six week summer seminars and institutes in the humanities for either school teachers or college and university faculty. The deadline to apply to host a seminar or institute in summer 2005 is March 1st. The deadline to apply to attend a seminar or institute in summer 2004 is also March 1st.

Fellowships support the pursuit of advanced research in the humanities that contributes to scholarly knowledge or to the general public's understanding of the humanities. Recipients usually produce scholarly articles, monographs on specialized subjects, books on broad topics, archaeological site reports, translations, editions, or other scholarly tools. The deadline is May 1st.

Landmarks of American History: Workshops for Teachers is a grant program for a series of one-week residence-based workshops for K-12 educators that use historic sites to address central themes and issues in American history. Workshops should be academically rigorous and involve the participation of leading scholars–either as lecturers or seminar leaders. The deadline is August 15th.

Summer Stipends – applicants will receive an outright grant of $5,000 for two consecutive months of full-time research and writing. The deadline is October 1st.
Grants for Teaching and Learning Resources and Curriculum Development support projects that improve specific areas of humanities education through the development of new or revised curricula and instructional and learning materials. Projects are intended to serve as national models of excellence in humanities education. Projects help schools, colleges, and universities develop (or revise) and implement significant humanities programs, develop and apply technologies, or provide materials and tools to ensure future teachers acquire advanced knowledge and understanding of the humanities. The deadline is mid-October.
Collaborative Research Grants support original research undertaken by a team of two or more scholars or research coordinated by an individual scholar that because of its scope or complexity requires additional staff and resources beyond the individual's salary. Eligible projects include research that significantly adds to knowledge and understanding in the humanities; archaeology projects that interpret and communicate the results of archaeological fieldwork; translations into English of works that provide insight into the history, literature, philosophy, and artistic achievements of other cultures; research that uses the knowledge, methods, and perspectives of the humanities to enhance understanding of science, technology, and medicine; and conferences on topics of major importance in the humanities that will benefit ongoing research. These grants support full-time or part-time activities for periods of one to three years, and has a November deadline.

National Endowment for the Arts (NEA)
Website: http://arts.endow.gov/

Is the largest annual funder of the arts, supporting arts and arts education programs. Their annual competition for dance, music and media arts projects has a March 15th deadline. These grants support the commission and premiere of new works, festivals, and presentations. Applications for touring and performances that emphasize outreach to underserved communities are due in August.

National Science Foundation (NSF)
Website: http://www.nsf.gov/home/programs/recent.cfm

NSF celebrated its fiftieth anniversary as an independent agency in 2000, and its most recent budget request of $5.745 billion represents an increase of almost 5% over the 2004 appropriations. NSF programs include research and training opportunities in the biological sciences, computer and information

systems, engineering, education, math and the physical sciences, as well as the social, economic and behavioral sciences. Over the past three years, NSF has had a number of initiatives focused on increasing the numbers of highly trained and skilled mathematics and science teachers, increasing the number of undergraduates with math and science degrees, and assisting math and science teachers with professional development activities.

As always, if you are interested in any of these grant opportunities, feel free to call me (X3259) or stop by the office. If you are interested in having specific workshops or speakers, again, just let me know.

Regina Tracy – Assistant Professor, School of Social Work
> What impresses me most about Adelphi is its commitment to its students and faculty. Adelphi affords its faculty the support and opportunities to take the risks necessary for personal and professional growth, something not readily available at other places of employment.

A brief review of your area of expertise, research and teaching.
My areas of expertise include case management, gerontology, community mental health and research methodology. My dissertation focused on the characteristics of non-familial caregivers and how these characteristics impact upon positive symptom manifestation in those diagnosed with schizophrenia. In my capacity as an adjunct faculty member at the School of Social Work for 14 years, I have taught classes in research and statistics, social policy and foundation practice.

For the past two years I have been working with the Village of Garden City to understand and better address the needs of its rapidly growing senior population. In 2002, I was the project director of the Village of Garden City Senior Needs Assessment Project. This descriptive research study identified the needs of the seniors residing in the Village, what services are available to meet those needs and what gaps in service delivery currently exist. This study raised many questions about the biopsychosocial variables that impact upon social involvement in the elderly, which is the focus of my current research.

Why did you come to Adelphi?
Actually, I am not a new member of the Adelphi community. I have been an adjunct faculty member of the Adelphi School of Social Work since 1989. Just prior to my position as assistant professor, I was promoted to that of senior adjunct faculty. I was also once a student at Adelphi's School of Social Work. I received my MSW in 1987 and my DSW in 1997. As you can see, my commitment to Adelphi is deeply embedded and goes back a long way. What impresses me most about Adelphi is its commitment to its students and faculty. Adelphi affords its faculty the support and opportunities to take the risks necessary for personal and professional growth, something not readily available at other places of employment. The high regard of the University within the academic arena, and the sharp increase in student enrollment, has also influenced my decision to leave my position in the federal government for a full time position at Adelphi. Adelphi offered me the opportunity to pursue scholarly endeavors that my previous position in the federal government did not allow.

It's a great feeling to be able to work full-time at a school that is growing and is model for social work education.

What has been your experience so far?
I love it here! I always have! The faculty, staff and University administration are exceptional in every way. Everyone is warm, supportive and, most of all, very helpful. At Adelphi you really feel like a recognized and respected "family" member. I am looking forward to my continued work with everyone. The students are greatest. They are motivated, diverse and excited about their educational experience at Adelphi. I really enjoy sharing my knowledge with them, engaging in discussions and ultimately contribute to their development as competent social workers. Last, but not least, working with the Village of Garden City Administration and community has been tremendously fulfilling. The Village has been so gracious in welcoming me as an "honorary" citizen of their community. I am very excited and enthusiastic about my ongoing work with the Village.

What do you wish to contribute? What do you feel strongly about in regards to teaching or your specialization?
At the moment, my effort at the School of Social Work is to expand the knowledge base of social work practice with the elderly. Traditionally, social work practice with the elderly has targeted those with limited resources. However, the most important finding of the Garden City Project is that the needs of the elderly cross all economic lines. While this finding opens the door to a wealth of research opportunities, specifically my interest is to acquire a better understanding of the biopsychosocial antecedents of social involvement in the elderly who reside in upper middle class communities. My commitment to the development of evidence based social work practice models will make available opportunities for my students to engage in gerontological research. I am hopeful these opportunities will stimulate a desire in students to enter gerontological social work practice upon graduation…an area of social work that, traditionally, has generated little interest among students.

What do you wish to impart to your students?
I have a real passion for teaching and to the social work profession. What combination could be better? In my work with the students I want to impart that learning is the most enjoyable, stimulating, creative, and fulfilling experience they will ever be afforded. I want my students to develop into competent social workers who will question what they hear, self reflect on what they believe, and be open to the acquisition of new knowledge and ideas……. and love doing it!!

Students Teachers and Tutors: The Writing Center as a Collaborative Enterprise
by Michael Matto
On September 8, 2003, the Adelphi University Writing Center opened its doors for the first time. We saw only nine students that first week, but by the end of the term our tutors had held well over 500 sessions with your students, discussing everything from short summaries to research essays, from lab reports to master's theses.

Surprisingly, in about ninety percent of those sessions, students reported they came to the WC of their own volition rather than because they were prompted by an instructor's recommendation or requirement. While we are thrilled that so many students have sought us out for themselves, we would like very much for the WC to become a resource that students and faculty use collaboratively. In this article I would like to explore the complex relationship that connects a student, an instructor, and a writing center tutor and suggest a few ways faculty might help students make the best use of the WC.

A Triangular Relationship
The Writing Center is by definition a place where process rules over product. While faculty often only read a student's finished project, the WC tutor rarely sees the final product. Instead, we see students at every other stage of the writing process: reading the assignment, deciding on an approach to the project, accumulating information, developing ideas, framing an argument, drafting, revising, and proofreading. Students often flounder during the earlier stages (as we all do when we start an important project), so a tutor's suggestions can carry quite a bit of weight. Tutors, however, often find themselves in the difficult position of trying to interpret a student's understanding of an instructor's desires at critical stages in the development of a project. Because tutors cannot know precisely what a given instructor expects from the student, they must turn many of the student's questions around: "Well, what topics have you discussed in class?" "How much research did your teacher tell you to do?" "Does the assignment tell you whether to write a summary or an analysis?"

While we would like to think that students are perfect couriers of such information, the triangular nature of information exchange in a writing center makes for problematic communication. This triangle has three points (teacher, student, tutor) and three potential lines of connection or communication (teacher-student, student-tutor, teacher-tutor). The sad truth is that because teachers and tutors generally do not talk directly and are largely blind to one another's practices, students find themselves pulled in two directions while trying to negotiate a nearly insurmountable communications gap.
The gap can be overcome, at least in part, if faculty are willing to engage the student's writing process by

suggesting specific tasks the student might perform with the help of the Writing Center during the early stages of writing. To that end, we have developed the [Referral Letter](#).

Referral Letters are designed to facilitate communication among teacher, student, and tutor. The Referral Letter is a form to be filled out by the teacher, but it is also a letter from the teacher to the student. This letter format is quite purposeful–because it is the student's responsibility to know why he or she is in the WC and to ask for help, the teacher should provide this information directly to the student, not the tutor. But because it is also a referral, the letter can be read by tutors as they plan the tutoring session. And by marking the appropriate box on the form, faculty may request a copy of the tutor's session report if they would like to follow up on the student's progress.

Assuming and Interpreting Desires
The experience of the WC tutors suggests that students have a much easier time following a teacher's instructions when they are written, not oral. The most effective assignments offer detailed explanations of what is expected, suggest methods for proceeding, and explain how the final product will be evaluated, including any specific do's and don'ts. Such detailed assignments are also very helpful during a tutoring session–the more information about the assignment the student brings to the session, the more confident the tutor will be that he or she is helping the student meet the instructor's expectations. Still, even though Referral Letters and written assignments apprise tutors of at least some of the communication between a teacher and a student, interpretive difficulties will arise. The Writing Center has some procedures and policies for helping tutors negotiate this tricky interpretive terrain; I list some of them here so that faculty can see what we are (and are not) telling your students:

I have instructed the WC tutors not to try to resolve ambiguities in a teacher's assignment or instructions. Tutors will help the student follow a written set of instructions, but a tutor will not speculate about a teacher's unstated desires. For example, if a student does not know whether to use secondary sources in a paper, the tutors will not hazard a guess, but will instead refer the student to the teacher.

Tutors will be dogmatic about issues of correctness, but not style. For instance, students are often worried about whether they are permitted to use 'I' in their papers. If asked, a tutor will explain that many instructors allow or even encourage writing in the first person while others feel the first person pronoun is to be avoided in certain kinds of writing. The issue is less about the use of a specific pronoun and more about the stance the student is expected to take–detached observer or subjective investigator. But without specific instruction in an assignment, the tutor will not decide whether the first person is acceptable to a particular teacher for a particular assignment. Many such style questions masquerade as issues of correctness: split infinitives, passive voice, beginning a sentence with 'and' or 'but,' ending a sentence with a preposition, etc. If asked, tutors will explain why some readers object to these constructions, but they are not a high priority in the Writing Center.

Tutors will help a student enact or address a teacher's written comments on a draft or a rewrite, but that help will be based on the student's understanding of those comments. If the student asks "what did my professor mean by this?" the tutor will help the student explore possible readings of the comment, but will not offer a definitive interpretation, particularly if the issue is one of content and not surface-level correctness. Such definitive explanation is best left to the person who wrote the comment.

When tutors work with students on more substantive issues of argument, organization, clarity and the like, tutors have been instructed to help students make the best of what they have, but not to supply what is missing. A student can only write about what he or she has actually read or understood from class. Tutors might question obvious errors of fact ("Are you sure the Russians were the first to reach the moon?"), but in general tutors will simply tell students that that they are not convinced of an argument if evidence seems to be missing or an argument seems illogical. In such situations, tutors have been instructed not to offer alternate lines of argument, interpretations, or evidence. In short, tutors will only tell students what is correct and incorrect when they ask questions with objective answers ("Is a semi-colon correct here?" "What is APA style for citing a website?"). In all other situations, tutors will offer students strategies for deepening their understanding of a topic (including the strategy of visiting the instructor during office hours) but will not provide specific evidence or arguments for the student.

If a student asks if a given paper is "good enough," tutors will not offer evaluative judgments or predict grades. Students must decide for themselves, based on their understanding of a teacher's instructions and stated methods of evaluation, whether their work is satisfactory.

Each of the items above points to a possible area of miscommunication between a teacher and a student. One of the most useful things the WC can offer to faculty, then, is insight into how much students really do know what we want from them. The more information faculty can give to students, preferably in detail and in writing, the better equipped a student will be to perform to expectations, and the more able a tutor will be to help the student. Referral Letters are a handy way to improve this communication, and session reports written by the tutors are always available for teachers curious about what has happened in a session. But the best way to ensure that your students turn in work you will be happy with is to help them along in the process of producing it, and to help the Writing Center help them along as well.

Finally, please feel free to refer any student to the Writing Center, not just those that you feel have significant writing problems. Even good writers benefit from receiving feedback, and the best writers understand the value of having others read their work. (I asked more than one person to read this article, and used their feedback to help me revise, before submitting it for publication in this newsletter.) If we can foster in all our students a habit of approaching an assignment as a process rather than as a single, self-contained, often over-night event, we will find that they both write and learn better, and that we are therefore teaching better.

What is IP/TV?
by Richard Edwards
From your desk, library, dorm room or media enhanced classroom, you can access a list of live and scheduled events using the bundled IP/TV client-side viewer (plug-in). The Cisco IP/TV Product Family streams high-quality video programming to desktop PCs by utilizing network-efficient multicast technology.

Streaming technology enables viewers to watch an event that is hours in length, instantly, without downloading the entire file. This works great with the various copyright infringement acts by eliminating the ability to retain the files for unauthorized distribution. Professors now include a link in their Blackboard class so that students can view a video 24/7.

Live events work similarly to that of a conventional TV, from a single stream unlimited viewers can "tune in" without applying a burden to the campus network and is ideal for large audiences. "On- demand" events can jump backward, forward, pause and even restart within a blink of an eye; which is ideal for teaching.

For more information on digitizing your VHS tapes or other media for IP/TV, please contact Richard Edwards at X4252.